**Social Studies 8**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| 1a) Using a diagram  with labels, explain what hydraulic fracturing (fracking) is.  b) Explain how hydraulic fracturing is different from seismic testing. | 1. Why is the   government of New Brunswick interested in pursuing hydraulic fracturing? (minimum three reasons) | 1. What are the   main concerns that the protesters have with hydraulic fracturing? (minimum 3) |
| 1. Why has this   become such an important issue to First Nations people? Explain your answer using details. | 1. Who do you think   would be interested in shale gas development taking place and why? Explain your answers. | 1. If we could start   over, and if ***you*** were  responsible for shale gas exploration and development in New Brunswick, how would you go about exploring for shale gas? Explain clearly. |
| 1. What is an   ***injunction***? Why was an injunction issued for the protest in Rexton? How did the injunction issued for the protest in Rexton alter the course of the protest? Explain in detail. | 1. There is a lot of   information in You tube videos, on blogs, gas company websites, etc. about hydraulic fracturing. Review three of these different sites and record the information you find. Why is the information and presentation of ‘facts’ so different? Where could you find reliable information? | 1. Find a copy of the   Mi’kmaq Creation story. Connect this story to the First Nations people calling Earth “Mother”. Explain why the First Nations people are at the front and centre of the protests. |
| 1. Create a detailed   time line for the protest in Rexton. Be sure to pinpoint the time when it turned from being peaceful to when it stopped being peaceful, and when the protests spread beyond Rexton. | 1. What challenges   does the protest present for the people of Rexton?  How has this protest influenced others across Canada? | 1. From this point   forward, how do you think this will play out?  A) You are the government. How will it end?  b) You are a protester. How will it end?  Extend the timeline you created in question 1. Defend your answers. |

Hydraulic Fracturing Project:

1. All students will complete Question #1.
2. Students will choose three other squares to complete. The squares you are selecting must be approved by Mrs. Kierstead before commencing.
3. Assessment rubric is displayed below. Each activity will be valued at 10 marks. An additional 10 marks will be added for use of class time. Rubric is below.

Activity Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| Category #1 | 5 | 4 | 3 |
| Originality | This activity displays an amazing amount of originality and creativity. | The activity displays a great amount of originality and creativity. | The activity displays a good amount of originality and creativity. |
| Content | Student has presented all of the required information. Extra effort is evident. | Student has presented all of the required information. | Student has presented most of the required information. |

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| --- | --- | --- | --- |
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Class time Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 5 | 4 | 3 | 2 |
| Overall use of class time during project | Used time well during each class period. Focused on getting the project done and was never distracted by others | Used time well during each class period. Usually focused on getting the project done and was rarely distracted by others. | Used some of their time well during each class period. Somewhat focused on getting the project done and was occasionally distracted by others. | Did not make productive use of class time OR was often distracted by others or was a disruption themselves. |